

Grade 5 Constitution



Indiana Academic Standards:

Content Area:

- 5.1.22 Identify and interpret primary source* and secondary source* materials that pertain to a problem confronting people during the founding period of the United States.
 *Primary source: Autobiographies, diaries, letters, political cartoons, and government documents created by people who were involved in the events of the time
 *Secondary source: Articles, biographies, non-fiction books, and films created by people who researched but were not involved in past events
Example: Controversy and debate about the ratification of the United States Constitution
- 5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States of America such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.
Examples: Key ideas - union, popular sovereignty*, republican government* (republicanism), constitutional government* (constitutionalism), federal government**
- 5.2.5 Summarize the principles and purposes of government in the Preamble to the Constitution of the United States. *Example: The purposes of government include the protection of individual rights to liberty and attainment of the common good or general welfare of society.*
- 5.2.6 Identify and give examples of individual rights in *The Bill of Rights*.
 Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely, and criticize the government; the right to own property.
- 5.2.8 Describe the three branches of the United States government, their functions, and relationships.
Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.
- 5.2.11 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.
 *Information resources: Print media, including books, magazines, and newspapers. Electronic media, including radio, television, web sites, and databases.

Language Arts:

2. RDG COMPREHENSION:

Structural Features of Information and Technical Materials:

- ☐ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:

- ☐ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
- ☐ Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:

- ☐ Distinguish among facts, supported inferences and opinions in text.

4. WRITING PROCESS

Organization and Focus:

- ☐ Use graphic organizers to plan writing
- ☐ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:

- ☐ Use note-taking skills
- ☐ Use a thesaurus to identify alternative word choices

5. WRITING APPLICATIONS:

Different types of Writing

- ☐ Write research reports about important ideas, issues, or events

Information Literacy Skills:

- ☐ Standard 1: accesses information efficiently and effectively.
- ☐ Standard 2: evaluates information critically and competently
- ☐ Standard 3: uses information accurately and creatively.
- ☐ Standard 4: pursues information related to personal interests.
- ☐ Standard 6: strives for excellence in information seeking and knowledge generation.
- ☐ Standard 7: recognizes the importance of information to a democratic society.
- ☐ Standard 8: practices ethical behavior in regard to information and information technology.
- ☐ Standard 9: participates effectively in groups to pursue and generate information.
- ☐ Standard 12: uses technology tools to solve problems and make informed decisions.

Integrated Technologies:

- ☐ Inspire online resource

Big Idea(s)/Concepts:

(Students will understand that...)

The Constitution of the United States outlines the organization of our government and defines the individual rights of its citizens.

Guiding Questions:

(Questions that help us uncover the Big Idea/Concepts)

1. How did the Northwest Ordinance and the Articles of Confederation influence the US Constitution?
2. How do the Bill of Rights and the Constitution protect the rights of citizens?
3. How does the Constitution ensure a balance of power between the branches of government?

Key Skills and Processes:

| Students will know... | Students will be able to... |
|--|---|
| <ul style="list-style-type: none">• the purpose of the Constitution• the branches of government• the responsibilities of each branch• the basic rights of all US citizens• why the founding fathers insisted on the provisions in the Constitution | <ul style="list-style-type: none">• compare and contrast the founding documents (NW Ordinance, Articles of Confederation, Constitution)• Analyze the importance of checks and balances• Argue the need for the Constitution |

Assessment:

(How will students demonstrate their learning?)

| Performance Tasks: (Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge) | Other Evidence: (Quizzes, tests, homework, etc.) |
|---|---|
| <ul style="list-style-type: none">• Write a students' Bill of Rights• Assume the role of a Supreme Court Justice and weigh the evidence for a current challenge to the Bill of Rights (i.e. Freedom of Speech, Freedom of Worship) | <ul style="list-style-type: none">• Test• Research• Crossword Puzzle• Comparison of founding documents |

Learning Activities:

(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

1. Class discussion/textbook of Revolutionary Period and Constitutional Conventions.
2. Introduction to Northwest Ordinance, Articles of Confederation, Constitution as primary sources.
3. As a class activity, make a chart to show the differences and similarities between the governments established in the Articles of Confederation, Northwest Ordinance, and U.S. Constitution.
4. Learning station activities (divide class into 5 groups, each day group rotates to a different learning activity):
 - Use a copy of the constitution to chart the responsibilities of each branch of the government.
 - Use Inspire online resource to research topics challenging the Bill of Rights today. Pretend you are the Supreme Court Justice, how would you decide this issue? Give constitutional reasons for your decision.
 - Create a poster, song, skit, or poem that summarizes the purpose of government as stated in the Preamble of the Constitution.
 - Research one of the Founding Fathers. Analyze his experiences with government to explain why he proposed or supported the inclusion of provisions in the Constitution.
 - Complete a crossword puzzle about the Constitution

Resources:

INSPIRE Online databases (<http://www.inspire.net>)

World Almanac for Kids

Copies of primary source documents: Northwest Ordinance, Articles of Confederation, Constitution of the United States.

Nonfiction books about the Constitution

Nonfiction books about the Branches of Government

Nonfiction books about Founding Fathers (George Washington, James Madison, Thomas Jefferson, John Adams, Benjamin Franklin, Alexander Hamilton, George Mason, Governor Morris, Edmund Randolph, Roger Sherman, James Wilson)

General Encyclopedia

Reflections:

Students: Information Literacy Reflection:

How did you decide which Inspire article would be most helpful to you?

Teacher/ Media Specialist:

(What worked, what didn't?)

Name _____

INSPIRE Online

How does the Bill of Rights apply to our life today?

Directions: Use the INSPIRE Indiana Virtual Library to find an article about a current problem that applies to the Bill of Rights.

- ☐ Read the article
- ☐ Think about both sides of the problem
- ☐ How does this apply to the Bill of Rights
- ☐ If you were the Supreme Court Justice hearing this case, how would you decide? Explain how the Bill of Rights supports your decision

Locating an article using the Inspire online resource:

1. Click to open your Internet browser (Internet Explorer or Netscape)
2. Type in the Inspire web address: <http://www.inspire.net/>
3. When the INSPIRE main page opens, scroll down to Inspire Kids.
4. Inspire Kids Search page

- Click to select magazines



- Type the search term: Bill of Rights
- Click on the Search button

A screenshot of the Inspire Kids Search page. On the left, a cartoon blue dinosaur points to a search box with a speech bubble saying 'Click me to start a new search'. The search box contains the text 'Bill of Rights'. To the right of the search box is a pink 'Search' button with a black dinosaur icon. Below the search box is a checked checkbox labeled 'Please only find full text articles.' and a 'Lexile Reading Level:' dropdown menu set to 'All'. At the bottom, it says '- OR -' and 'Do you need help?' with a blue link.

Click me to start a new search

Type the words you want to find in the box below, then click search.

Bill of Rights

☒ Please only find full text articles.

Lexile Reading Level: All

- OR -


Do you [need help?](#)

5. Scroll through the titles of articles to find an article you think will have information you need. Click on the article title to read a short summary of the article.



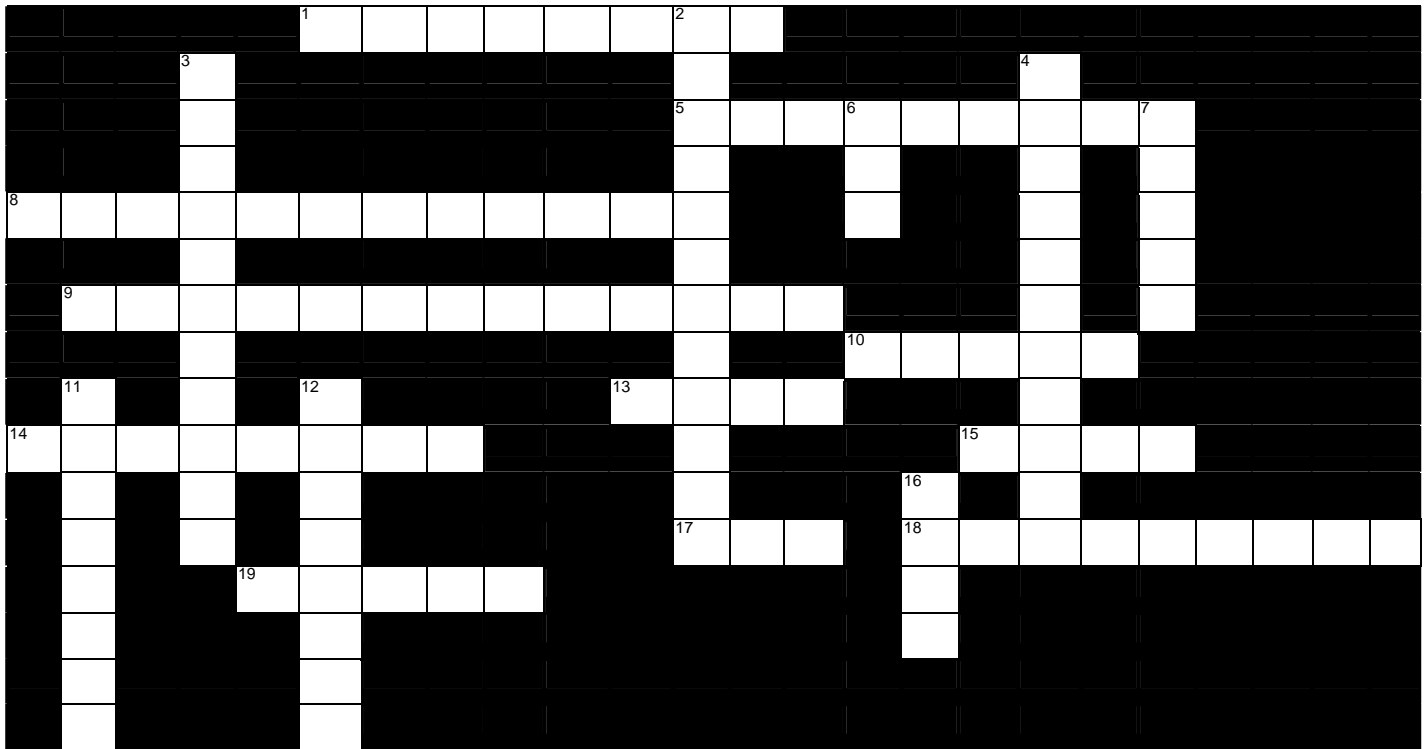
The screenshot shows a search results page with a yellow background. At the top, it says "Searchasaurus found 33 items on: 'Bill of Rights'" in red text. To the right is a blue link "Need help?". Below this is a navigation bar with a left arrow, "Results 1-10 of 33", a right arrow, and "Pages: 1 2 3 4". The main content area lists 10 search results, each with a number, a title link, and a brief description. Each result has a document icon to its right. The results are:

1. [Ten Original Amendments: The Bill of Rights](#). World Almanac & Book of Facts, 2005, p566, 2p; Reading Level (Lexile): [860](#); (AN 16982580)
2. [The Parents' Bill of Rights aims to protect children](#). Christian Science Monitor, 4/28/2004, Vol. 96 Issue 107, p12, 0p; Reading Level (Lexile): [950](#); (AN 12935697)
3. [Ten Original Amendments: The Bill of Rights](#). World Almanac & Book of Facts, 2004, p551, 2p; Reading Level (Lexile): [850](#); (AN 12117945)
4. [Patrick Henry: A Spokesman for Southern Colonies](#). Monkeyshines on America, Dec2003 Virginia Issue, Part 1, p22, 1p; Reading Level (Lexile): [850](#); (AN 12729074)
5. [George Mason](#). Monkeyshines on America, Dec2003 Virginia Issue, Part 1, p34, 1/3p; Reading Level (Lexile): [960](#); (AN 12729162)
6. [Bill of Rights: Worth a Lot of \(Dollar\) Bills!](#) By: Thompson, Sharon. National Geographic Kids, Sep2003 Issue 333, p10, 1/4p, 1c; Reading Level (Lexile): [830](#); (AN 10655738)

6. If the summary shows the article is helpful to your research, click on the page icon  to see the entire article. If the summary shows the article is not helpful, click on the RETURN TO LIST OF RESULTS button.
7. Record the useful information about the Bill of Rights issue.
8. When you are finished using INSPIRE Kids, log out by clicking EXIT.

[Exit INSPIRE Kids](#)

US Constitution



Use a copy of the United States Constitution to find the answers to this puzzle.

ACROSS

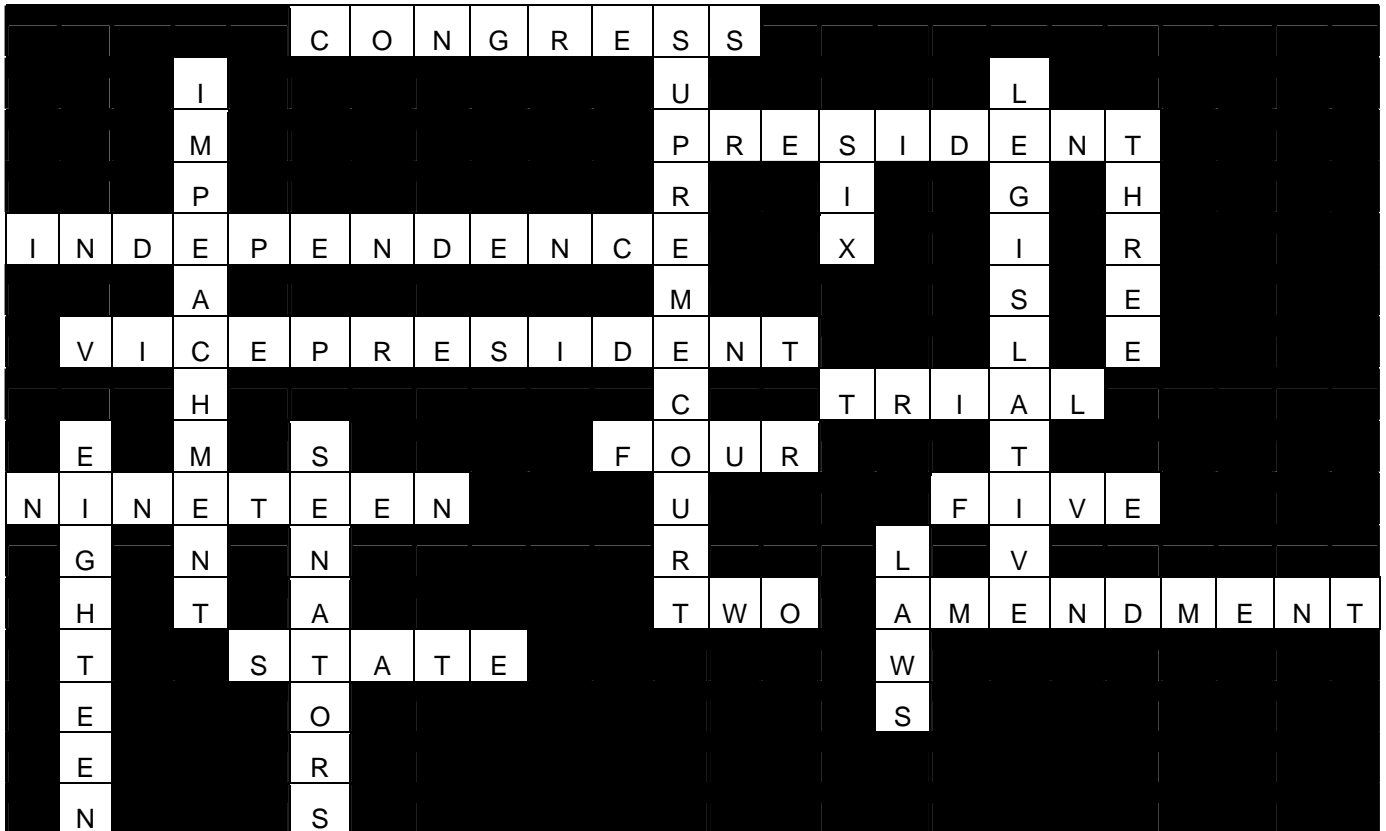
- 1) House of Representatives and the Senate
- 5) A bill is signed by the ? before it becomes a law.
- 8) The Declaration of ? proclaimed that the colonists were free states
- 9) The ? (two words) becomes president of the US if the president dies
- 10) Amendment 6 guarantees the right to a fair ?
- 13) The President of the United States is elected for ? years
- 14) Amendment ? grants women the right to vote
- 15) Article ? sets forth the ways to amend the Constitution
- 17) Members of the House of Representative serve ? year terms
- 18) A change to the US Constitution is called an ?
- 19) Each ? has two senators

DOWN

- 2) The ? (two words) is the highest court in the land.
- 3) Removal of a government official who is found guilty of a crime
- 4) the House and Senate make up the ? branch of government
- 6) Article ? states that the Constitution is the supreme law of the land
- 7) Number of branches in the US government
- 11) The age people can vote
- 12) ? are elected for a six year term
- 16) It is the duty of Congress to make ?

US Constitution Crossword Puzzle

Answer Key



Bill of Rights Rubric



Name: _____

Date: _____

| | Criteria | | | | Points |
|--|--|--|---|--|--------|
| | 1 | 2 | 3 | 4 | |
| Using the US bill of Rights, students will choose a US citizen's right and explain how it applies to the lives of students | Identified a citizen's right from the Constitution. | Identified a citizen's right that could apply to students from the Constitution. | Identified an appropriate citizen's right from the US Constitution and used it as a model to write a student right. | Chose a citizen's right from the Constitution and rewrote it into a student right citing at least 2 situations when it applies to students. | _____ |
| Students will assume to the role of a Supreme Court Justice to weigh the information and make a decision as to whether the challenge violates the rights of citizens. | Identified a current challenge to the Bill of Rights. Decision needed further explanation. | Identified a current challenge to the Bill of Rights and stated the position of each side. Decision was based on some factual information. | Identified a current Bill of Rights challenge and accurately stated the position of each side. Decision was justified by logical facts. | Identified a current Bill of Rights challenge; accurately explained the position of each side using facts; justified decision with logical facts and examples. | _____ |
| Students will use the Inspire online database to research a current problem that applies to the Bill of Rights. | Located an article about a current problem that applies to the Bill of Rights. | Located several articles that applied to a current problem that applies to the Bill of Rights. | Located several articles that gave both points of view to a current problem that applies to the Bill of Rights . | Located and accurately summarized several articles that gave both points of view applied to a current problem that applies to the Bill of Rights. | _____ |
| | | | | Total----> | _____ |